|       | GRADE LEVEL EXPECTA     | ATIONS FOR THE SEVEN ESSE | NTIAL UNDERSTANDING     | S REGARDING MONTA     | NA INDIANS                  |                              |                         |                                 |                             |
|-------|-------------------------|---------------------------|-------------------------|-----------------------|-----------------------------|------------------------------|-------------------------|---------------------------------|-----------------------------|
| Pre-K | Kindergarten            | Grade One                 | Grade Two               | Grade Three           | Grade Four                  | Grade Five                   | Grade Six               | Grades 7-8                      | Grades 9-12                 |
|       | Benchmarks 4. 3,4       | Benchmarks 4.3-4          | Benchmarks 3-4          | Benchmark 3-4         | Benchmarks 4.2-4            | Benchmark 8.2                | Benchmarks 8.2,7        | Benchmark 8.1                   | Benchmark 12.1              |
|       | 1. Identify the many    | 1. Identify the many      | 1. Identify the many    | 1. Know and locate    | 1. Know and locate          | 1. Know and locate           | 1.Understand that       | 1.Analyze and use various       | 1.Interpret, use and        |
|       | cultures to which he/   | cultures to which he/     | cultures to which he/   | the seven Indian res- | the seven Indian res-       | common features of           | Monana is a special     | representations of the          | synthesize information      |
|       | she is exposed, through | she is exposed, through   | she is exposed, through | ervations of Montana, | ervations of Montana,       | the seven Indian res-        | place and all Montana   | earth to gather and com-        | from various represent-     |
|       | materials/activities    | materials/activities      | materials/activities    | (EU 3, 4)             | and identify the tribes     | ervation of Montana,         | tribes have sacred      | pare information about a        | ations of the Earth (e.g.,  |
|       | experienced in learn-   | experienced in learn-     | experienced in learn-   |                       | associated with each.       | including tribal             | places that are con-    | place, including Montana        | maps, globes, sat-          |
|       | ing processes.(EU 1-7)  | ing processes.(EU 1-7)    | ing processes. (EU 1-7) |                       | (EU 3, 4)                   | colleges, seats of           | nected to their beliefs | Indian reservations, monu-      | ellite images, GIS, Montana |
|       |                         |                           |                         |                       |                             | tribal government. (EU 1)    | and traditions. (EU 3)  | ments, and points of            | Native American models).    |
|       |                         |                           |                         |                       |                             |                              |                         | historic significance. (EU 3,4) | (EU 3,4)                    |
|       |                         | Benchmarks 4.2-5,7        | Benchmark 4.4           | Benchmark 4.4         | Benchmark 4.4               | Benchmark 7                  |                         | Benchmark 8.2                   | Benchmark 12.2              |
|       |                         | 2.Describe ways people    | 2. Explain that neigh-  | 2. Recognize there    | 2. Know that nearly one-    | 2. Understand that many      |                         | 2. Locate on a map or           | 2. Differentiate and        |
|       |                         | live; how weather and the | borhoods may be com     | is diversity among    | third of Montana's Indian   | tribal decisions and beliefs |                         | globe physical features,        | analyze the relationships   |
|       |                         | physical environment      | posed of peoples from   | tribes in language,   | population do not           | about the world are          |                         | natural features, and hu-       | among various regional      |
|       |                         | affect these ways (e.g.,  | many lands.(EU 5)       | culture, and govern-  | live on reservations,       | directly connected to the    |                         | man features and explain        | and global patterns of      |
|       |                         | food, clothing, shelter,  |                         | ment. (EU 1, 7)       | but in towns and            | land. (EU 3)                 |                         | their relationships with the    | geographic phenomena        |
|       |                         | transportation,           |                         |                       | cities across the state     |                              |                         | ecosystem. (EU 1, 3, 4, 6)      | (e.g., land forms, soils,   |
|       |                         | recreation). (EU 3)       |                         |                       | (e.g., Little Shell) (EU 4) |                              |                         |                                 | climate, vegetation, nat-   |
|       |                         |                           |                         |                       |                             |                              |                         |                                 | ural resources, indigen-    |
|       |                         |                           |                         |                       |                             |                              |                         |                                 | ous and present day         |
|       |                         | Benchmark 4.1             | Benchmark 4.1           | Benchmark 4.5         | Benchmark 4.1,5             | Benchmark 4.1,5              |                         |                                 | population). (EU 1,3,4)     |
|       |                         | 3. Construct a simple     | 3. Construct a simple   | 3. Use appropriate    | 3. Use appropriate          | 3. Use appropriate           |                         |                                 |                             |
|       |                         | map. (EU 4)               | map, interpret simple   | geographic resources  | geographic resources        | geographic resources         |                         | Benchmark 8.3                   | Benchmark 12.3              |
|       |                         |                           | maps. (EU 4)            | to gather information | to gather information       | to gather information        |                         | 3. Analyze diverse land use     | 3. Assess the major         |
|       |                         |                           |                         | about reservations.   | about reservations and      | about reservations and       |                         | and explain the historical      | impacts of human mod-       |
|       |                         |                           |                         | (EU 4)                | Montana Indian tribes.      | Montana Indian tribes.       |                         | and contemporary effects        | ifications on the environ-  |
|       |                         |                           |                         |                       | (EU 4)                      | (EU 4)                       |                         | of this use on the environ-     | ment and compare and con-   |
|       |                         |                           |                         |                       |                             |                              |                         | ment, with an emphasis          | trast use of lands by       |
|       |                         |                           |                         |                       |                             |                              |                         | on Montana and Montana          | different groups. (EU 1, 4, |
|       |                         |                           |                         |                       |                             |                              |                         | Indians (grazing, agricul-      | 5)                          |
|       |                         |                           |                         |                       |                             |                              |                         | ture, natural resources,        |                             |
|       |                         |                           |                         |                       |                             |                              |                         | sacred lands, refuges)          |                             |
|       |                         |                           |                         |                       |                             |                              |                         | (EU 1, 2, 3, 4, 6)              |                             |
|       |                         |                           |                         |                       |                             |                              |                         |                                 |                             |
|       |                         |                           |                         |                       |                             |                              |                         |                                 |                             |



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|-------|--------------|-----------|-----------|-------------|------------|------------|-----------|------------------------------|----------------------------|
|       |              |           |           |             |            |            |           | Benchmark 8.4                | Benchmark 12.4             |
|       |              |           |           |             |            |            |           | 4. Explain how movement      | 4. Analyze how human       |
|       |              |           |           |             |            |            |           | patterns due to disease      | settlement patterns and    |
|       |              |           |           |             |            |            |           | introduction, buffalo mi-    | cultural borders           |
|       |              |           |           |             |            |            |           | gration and loss, and the    | create cooperation and     |
|       |              |           |           |             |            |            |           | loss of land lead to inter-  | conflict which influence   |
|       |              |           |           |             |            |            |           | dependence and/or con-       | the division and control   |
|       |              |           |           |             |            |            |           | flict. (EU 1, 3, 4, 5, 6, 7) | of the Earth. (EU 4, 5, 7) |
|       |              |           |           |             |            |            |           |                              |                            |
|       |              |           |           |             |            |            |           | Benchmark 8.5                | Benchmark 12.5             |
|       |              |           |           |             |            |            |           | 5. Use appropriate geo-      | 5.Select and apply         |
|       |              |           |           |             |            |            |           | graphic resources to in-     | geographic resources       |
|       |              |           |           |             |            |            |           | terpret and generate infor-  | to analyze the interact-   |
|       |              |           |           |             |            |            |           | mation explaining the        | ion of physical and        |
|       |              |           |           |             |            |            |           | interaction of physical and  | human systems (e.g.,       |
|       |              |           |           |             |            |            |           | human systems, including     | cultural patterns, demo-   |
|       |              |           |           |             |            |            |           | land base, allotment,        | graphics, unequal          |
|       |              |           |           |             |            |            |           | trust land, measurement      | global distribution of     |
|       |              |           |           |             |            |            |           | of travel distances by       | resources) and their       |
|       |              |           |           |             |            |            |           | days, significance of        | impact on environmental    |
|       |              |           |           |             |            |            |           | landmarks, Winter Counts.    | and societal changes.      |
|       |              |           |           |             |            |            |           | (EU 1, 4)                    | (EU 1-7)                   |
|       |              |           |           |             |            |            |           |                              |                            |
|       |              |           |           |             |            |            |           | Benchmark 8.6                | Benchmark 12.6             |
|       |              |           |           |             |            |            |           | 6. Describe and distin-      | 6.Analyze the short term   |
|       |              |           |           |             |            |            |           | guish between the environ-   | and long-term effects      |
|       |              |           |           |             |            |            |           | mental effects on the earth  | that major physical        |
|       |              |           |           |             |            |            |           | of short-term physical       | changes in various parts   |
|       |              |           |           |             |            |            |           | changes (e.g., floods,       | of the world have had, or  |
|       |              |           |           |             |            |            |           | droughts, snowstorms)        | might have, on the envir-  |
|       |              |           |           |             |            |            |           | and long-term physical       | onments (e.g., land use,   |
|       |              |           |           |             |            |            |           | changes (e.g., erosion,      | popilation, resources).    |
|       |              |           |           |             |            |            |           | glaciation). (EU 6)          | (EU 1-7)                   |
|       |              |           |           |             |            |            |           |                              | , ,                        |
|       |              |           |           |             |            |            |           |                              |                            |
|       |              |           |           |             |            |            |           |                              |                            |



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|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           | Benchmark 8.7              | Benchmark 12.7               |
|       |              |           |           |             |            |            |           | 7. Describe major change   | 7. Describe and compare      |
|       |              |           |           |             |            |            |           | in a local area that has   | how people create            |
|       |              |           |           |             |            |            |           | been caused by human       | places that reflect culture, |
|       |              |           |           |             |            |            |           | beings (.i.e., hunting and | human needs, govern-         |
|       |              |           |           |             |            |            |           | fishing rights, highway    | ment policy, history,        |
|       |              |           |           |             |            |            |           | projects, dam projects,    | and current values and       |
|       |              |           |           |             |            |            |           | mining, test drilling,     | ideas as they design         |
|       |              |           |           |             |            |            |           | Casino projects, wind      | and build (e.g,.Montana      |
|       |              |           |           |             |            |            |           | farms) and analyze the     | Indian historical sites).    |
|       |              |           |           |             |            |            |           | probable effects on the    | (EU 1,2, 5,6)                |
|       |              |           |           |             |            |            |           | community and environ-     |                              |
|       |              |           |           |             |            |            |           | ment. (EU 1,2,3,4,6)       |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
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|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |
|       |              |           |           |             |            |            |           |                            |                              |

